

A forward step for women was taken in 1929 when Miss Helen Bryans was appointed to the staff of the Ontario College of Education. Prior to her appointment, Miss Bryans had taught in Ottawa and at Jarvis Collegiate Institute in Toronto, and having realized that opportunities for professional growth were limited in Ontario, she attended summer school sessions at universities in the United States. She came to the teacher institute well-qualified and prepared to organize a programme for the women students who, for the first time, would receive instruction from a full-time woman staff member. Previous instruction had been offered by Mr. Halbus, Sgt. Major Young, and Miss Coventry of the University of Toronto physical and health education diploma course. The contribution of Miss Bryans was to extend until her retirement in June 1965.

Miss Jean Forster who graduated in 1928 from the University of Toronto with a diploma in physical education and an arts degree, enrolled that Fall at the Ontario College of Education. Miss Forster¹ has recollections of teaching for Miss Bryans at Jarvis Collegiate Institute, of receiving theory lectures from Mr. Halbus, and of participating in practical courses conducted by Sgt. Major Young as requirements for the Strathcona B. certificate. A testimony of the ability of Miss Forster was the invitation extended to her on graduation to participate as a member of the summer school instructional staff. In the Fall of 1929, following her work at the summer session, this lady received an appointment to the staff of the University of Toronto and taught there until her recent retirement from the School of Physical and Health Education.

¹ Interview with Miss J. Forster

These are just a few of the women and men who influenced the secondary school physical and health education programmes and teacher preparation courses in Ontario. Their contribution focused attention on the need for improved facilities, additional equipment, the acceptance of a gymnasium costume by parents and students, and a curriculum designed to meet the needs and interests of the students. To-day's physical educators are indebted to these personalities and others who were concerned with raising the standards of teacher education and stimulating teacher growth through personal example and the establishment of professional organizations as a symbol of the physical education profession.

THE SCHOOL PROGRAMME AND TEACHER EDUCATION

During the 1920s when a high school did not have a gymnasium, gymnastics could be omitted but drill and calisthenics were to be taught by male and female teachers. When weather permitted, the principal was allowed to substitute games and sports for drill, but it was required that all members of the class were to participate under supervision. In all activity, no student could be exempted except on a medical certificate or on account of a physical disability, or for other reasons satisfactory to the principal. The phrase "for other reasons satisfactory to the principal" was deleted in 1928.

Although the programme for boys and girls left something to be desired, the work in physical education in 1929 was considered by one inspector to be sufficiently important that he reported,

"The value of well-conducted physical exercises, gymnastics and games are universally conceded, not only as a means of keeping the body fit, but

also as a means of training the characteristics essential to a virile manhood and womanhood." 1

This feeling gained additional support from Inspectors Anglin, Hooper, Husband, Jennings and Levan who, in a report dated February 1931, expressed their opinion that physical education was undergoing a gradual change and that there was much evidence in the province of a growing interest in physical education and in athletics in particular.

Following his remarks at the Ontario Education Association, Dr. Lamb continued to carry on a running battle with representatives of the Strathcona Trust Committee. Since he was concerned that the public was receiving an improper image of the physical educator an article written in 1931 contained these remarks,

"The Strathcona Trust is responsible for perpetuating the belief that those who secure the 'Certificate' are qualified to instruct. This has led to a conception which places physical education in a most unfortunate relationship with other phases of education. The remedy will not come about until such times as the training of teachers for physical education is placed on the same, or a higher plane, than the training of teachers for other subjects, and until the programme is recognised as a phase of education instead of training." 2

The effect of the cadet programme diminished gradually, and although it was projected into prominence through a resurgence of interest during the second World War, in the period that followed, it gradually waned until it has completely disappeared from the curricular physical education programme. Where it exists to-day, it is a part of the extra-curricular activities.

The winter and summer education sessions of the 1930s emphasized a system of exercises and apparatus work that was referred to as the

1 Report of the Minister of Education 1929, p. 14.

2 Personal files of Professor Kirk Wipper, Dr. A. S. Lamb, "Physical Education versus Physical Training," p. 8.

'Danish approach'. Neils Buk¹, a Dane, had toured Canada and the United States with a group of performers who had impressed the public and teachers with a type of work that provided for flexibility, agility and co-ordination of movement through exercise and apparatus. This new approach was most welcome in contrast to the rigidity of the more formal, military exercises that had been prevalent since the inception of the Strathcona exercises in the syllabus of 1909 and in revised editions.

Ontario teachers, who had visited Denmark, had the opportunity to see the programme in action and they returned to share their experiences at in-service training sessions, and at winter and summer physical education courses. Soon, what was a ripple on the waters became a wave and it evolved that a teacher was required to show proficiency in the 'Danish approach' to the satisfaction of the provincial inspector in order to have the specialist certificate made permanent.

Professor Jack Passmore¹ recalled, during a personal conversation, how he and some colleagues took Danish lessons on Saturday afternoons during the middle 1930s from Mr. John Madsen who had left Denmark to establish a gymnastic manufacturing firm outside Toronto. In search of professional improvement, Professor Passmore and his associates each paid 25c per lesson.

It should be noted that although publications of the Department of Education did make brief mention of the physical training and health activities it was not until 1938 that a course of study was prepared for the Department by a committee which consisted of Helen Bryane, Jean Forster, Marjorie Scott, Rae Speirs, and Fred Bartlett as chairman. The programme, prepared by these leaders, was divorced completely from

1 Interview with Professor John Passmore, Ontario College of Education

the work of the Strathcona syllabus and was intended to meet the existing needs and interests of the students.

The course for boys included gymnastics, marching, exercises, heavy apparatus, games of low organisation, team games, lead-up games, individual games, swimming and track and field. The same types of activities were outlined for the girls with the exception that rhythmic, fundamental movements and various dances were substituted for outdoor activities.

Mr. Rae Speirs, then a teacher at Danforth Technical School and more recently Director of Physical and Health Education for the Board of Education for the City of Toronto during the period 1947-1965, had been making a decided contribution to the health programme at his school and his influence and work was noticeable in the health course.

Students registered in 1920-1921 for the Interim High School Assistants certificate were required to take the Elementary Physical Education certificate or the course in art. It was noted in the calendar of the same year that the course in physical education included the work for the Strathcona B certificate¹ and this same notation was evident in the 1925-1926 calendar.

In 1926 the term 'physical education' replaced the term 'physical culture' and accompanying this change was a revision in the content and organization of the course.

The theory part for women and men consisted of first aid, physical education in the educative process, mass athletics and intramural activities and health talks.

In the same course the men received instruction in gymnastics, calisthenics, apparatus work, group games, team games, track and field

¹ The Ontario College of Education, the University of Toronto, Calendar for the Session 1920-1921, p. 45.

athletics, and swimming. Similarly, the practice for the women included general gymnastics, group games, apparatus work, national and folk dances, and swimming.

One of the most significant developments in physical education teacher training occurred in the school year 1928-1929 when a specialist certificate in physical and health education could be obtained during the winter session as well as during the summer. Those enrolled could take the elementary course until Christmas and, providing they had achieved a satisfactory standard, they could complete the specialist course during the remainder of the school year. The content of this course is included as Appendix III.

One of the women who registered in this course was Miss Jean Forster who had graduated in June 1928 from the University of Toronto Diploma course. Those graduates with a final standing of not lower than sixty per cent were admitted to the elementary and specialist courses and were exempted from the practical exercises and tests of both courses, but were required to take written examinations in both courses and also observation and practice teaching.

A forward step in upgrading the certification of teachers was announced in the calendar of 1935-1936 when candidates were notified that one extra course obtained at summer school was required for specialist standing. It stated,

"The course leading to Specialists' Certificates in Physical Education and....may not be completed in the regular college session, but required at least the equivalent of one subsequent summer session before the candidate will be recommended for the certificate." 1

For a student who held the Diploma in Physical Education, then available

1 The Ontario College of Education, the University of Toronto, Calendar for the Session 1935-1936, p. 40.

from the University of Toronto, with a final standing of not less than sixty per cent, the summer course was waived.

Accompanying this regulation was the introduction of an intermediate course in 1937. The candidate was now required to take the elementary course until Christmas, the intermediate course during the remainder of the school year and, for those wishing to pursue further studies, the specialist work was available at summer session.

The term elementary continued to be used and was a source of confusion in that it was misinterpreted by many to mean the training necessary for the Elementary School Physical and Health Education certificate when it was intended to indicate a lower level of certification.

It would appear that the most noteworthy happenings of this period 1920-1939 were the upgrading of the standards required for teacher certification, the publication of a course of study for grades 9 to 13, and the development of school and teacher education programmes devoted to the promotion of the health and physical growth of the students.

A DIPLOMA COURSE IN PHYSICAL TRAINING
THE UNIVERSITY OF TORONTO
CALENDAR 1918-1919

FIRST YEAR

THEORY - Anatomy, Physiology, First Aid

PRACTICE:

MEN - Mutual instruction in calisthenics, dumb-bells, wands, clubs and freehand; elementary exercises on the horse, mats, vaulting bar, and buck; indoor games; basketball; indoor baseball and volleyball and elementary gymnasium games as tag, follow the leader, playground games - outdoor athletics: starting sprinting, running broad jump, high jump, shot put, hurdles and swimming.

WOMEN - Elementary Swedish exercises, corrective exercises, marching tactics, figure marching, exercises and drills with wands, dumb-bells and clubs, exercises on vaulting horse, suspended ladder, parallel bars, Swedish stall bars, folk and national dances; ball, singing and miscellaneous active games; swimming.

SECOND YEAR

THEORY - Hygiene, Physiology of exercise, Anthropometry

PRACTICE -

MEN - Mutual instruction in calisthenics; first and second grade exercises on the horse, mats, parallel bars, horizontal bar, bar, ladder, rings.

Outdoor Games: Baseball, hockey, lacrosse, rugby, soccer

Swimming: life saving methods, Schafer method of resuscitation;

Boxing, Bayonet and Singlestick, Playground games

WOMEN - Continuation of Swedish exercises, corrective exercises; marching tactics, figure marching, advanced exercises and drills with wands, dumb-bells and clubs; exercises on apparatus, vaulting horse and buck, vaulting bar, parallel bars, suspended travelling

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rings, Swedish stall bars, senior technique of dancing, aesthetic, classic rhythmic movement, folk and national dances, gymnastics, ball and miscellaneous games; basketball, swimming.

THIRD YEAR

THEORY - Anthropometry, Physical diagnosis, Prescriptions of Exercise.

PRACTICE -

MEN - Mutual instruction in calisthenics, second and third grade exercises on the horse, mats, parallel bars, horizontal bar, rings; advanced boxing, fencing; wrestling; swimming, life saving methods, driving; further practice in indoor and outdoor games for coaching and officiating purposes.

WOMEN - Continuation of Swedish exercises and gymnastics; remedial exercises, and medical gymnastics; marching tactics; apparatus; fencing; singlestick; dancing; swimming and life saving; dancing, senior technique, solo and interpretive dances.

FOURTH YEAR

THEORY - Prescription of Exercise - Physical Department Methods, History of Physical Education.

PRACTICE -

MEN - Pedagogy: Common faults in teaching; assignment of exercises for classes of various grades; nomenclature: calisthenics, apparatus; gymnastic and athletic competition: rules of competition, scoring; practical extension work; supervision of classes outside the University.

WOMEN - Pedagogy: Supervision of classes outside the University; mutual instruction in Swedish exercises and gymnastics; calisthenics; apparatus; technique of dancing; marching tactics; gymnastic and athletic.

APPENDIX II

SUMMER SESSION
PHYSICAL TRAINING COURSE 1913

ACADEMIC WORK FOR MEN AND WOMEN**First Course:**(1) **Anatomy:**

Joints - Classification and Description of
 Variety of Movable Joints.
 Importance of Joints.

Muscle - Varieties.

Origin, Insertion, Action, and Physiology.

Digestive System.

Circulatory System.

Respiratory System.

Nervous System.

(2) **Physiology:**

Oxidation and Waste, Metabolism.

Blood, Composition of, Quality, the Heart beat.

Respiration.

Nervous Mechanism of Respiration.

Digestion:

Digestive Juices.

Function of Saliva, Gastric Juice, Pancreatic Juice,
 and Bile.

Succus Entericus.

Changes in the Food in the Alimentary Canal.

Lymph - Movements.

Absorption.

Nutrition:

Comparison of Income and Output of Material.

Animal Heat.

Diet.

(3) **First Aid to the Injured:**

Choking - Foreign Bodies in Eye or Ear.

Unconsciousness - Fainting, Apoplexy, Heat Stroke -
 Poisons.

Bandaging.

Second Course:(1) **Hygiene and Sanitation**(2) **Physiology of Exercise**(3) **Anthropometry:**

Parts to be measured, instruments necessary, the average
 physique, the ideal physique.

(4) **Body Building:**

Exercises for neck, chest, arms, forearms, upper back,
 lower back, thigh, leg.

(5) **Corrective Work**

DETAILS OF PHYSICAL EDUCATION COURSE

THEORY : (For men and women):

- (1) First Aid
- (2) Physical Education in the Educative Process
- (3) Mass Athletics and Intramural Activities
- (4) Health Talks
- ~~(5)~~

PRACTICE: (For men):

- (1) Gymnasium Tactics
- (2) Calisthenics
- (3) Apparatus Work
- (4) Group Games
- (5) Team Games:: Indoor baseball, volley ball, basketball.
- (6) Track and Field Athletics
- (7) Swimming:
 - (a) The organization and administration of the "water gymnasium";
 - (b) Teaching Methods;
 - (c) Life Saving Courses.

Note: In order to secure standing, students must be able to swim at least two kinds of stroke, such as the crawl and the back strokes.

PRACTICE: (For women):

- (1) General Gymnastics
- (2) Group Games
- (3) Apparatus work
- (4) National and Folk Dances
- (5) Swimming: same as for the men.

SEMINAR IN PHYSICAL EDUCATION

Principles of selection and systematizing, grading and progression of activities; essentials for successful teaching; control and class management; methods and technique in class formations, commands, presentation of subject matter; aims and values; physical examinations.

PRACTICE
For Women Only

First Course:

- (1) Squad Drill - formation of fours, marching, wheeling, turnings.
- (2) Basic Fancy Steps.
Rhythmical Balance Exercises.
- (3) Free Hand Exercises, including Strathcona Trust Exercises.
Dumb Bell Drills
Wand Drills
Clubs - Class Swinging.
- (4) Elementary Exercises on following apparatus:
Horse, Mats, Vaulting Bar and Buck.
- (5) Indoor Athletic Sports: (a) Running races, (b) gymnasium games, (c) schoolroom games.

Second Course:

- (1) Mutual Instruction in Calisthenics, Freehand, Dumb Bells, Wands and Clubs.
- (2) Folk Dances
- (3) Figure Marching
- (4) Athletic Games. Course to enable teachers to coach and referee the following games: (a) basket ball, (b) indoor baseball, (c) volley ball.
- (5) Fencing
- (6) Swimming.

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PRACTICE

For Men Only

First Course:

- (1) Cadet Corps Instructor's Course (Including Strathcona Trust Exercises).

ACADEMIC:

- (a) Discipline and Military Law
- (b) Duties
- (c) Interior Economy
- (d) Theory of Rifle Fire and its Practical Application.

PRACTICAL:

- (a) Drills - Squad and Company Drill
- (b) Exercises - Rifle and Musketry Rifle Practice, Skirmishing.
- (c) Miscellaneous - Ceremonial, Drawing and Returning Swords, Saluting with the Sword.

Signalling: An elementary knowledge of signalling
Sub-Target Gun - Ability to instruct in use of Sub-Target Guns.

- (2) Calisthenics, Mutual Instruction
Dumb Balls
Wands
Clubs - Class Club Swinging.
- (3) Elementary Exercises on following apparatus:
Horse
Mats
Vaulting Bar
Buck.
- (4) Indoor Games - Course to enable teachers to coach and referee the following games: (a) basket ball, (b) indoor baseball, (c) velley ball.
- (5) Outdoor Athletics -
Field and Track Sports.

For Men Only

Second Course:

- (1) Mutual Instruction in the Calisthenics of the 1st year.
- (2) 1st and 2nd Grade Exercises on the following apparatus:
Horse, Mats, Parallel Bars, Horizontal Bar, Ladder, Rings.
- (3) Corrective Apparatus
- (4) Outdoor Athletic Games:- Course to enable teachers to coach and referee the following games: Lacrosse, hockey, rugby, soccer, baseball.
- (5) Swimming - Including life-saving methods and Schafer method of resuscitation.
- (6) Boxing, Fencing and Single Sticks.



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